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EDUCATIONAL NEWS AND EDITORIAL COMMENT

MEETING OF COLLEGE TEACHERS OF EDUCATION

The forthcoming meeting, in conjunction with the Department of Superintendence of the National Education Association in Richmond, Virginia, beginning February 23, 1914, will consist of two sessions and a luncheon. One session will be devoted to a report of the Committee on the Rating, Placing, and Promotion of Teachers, the chairman being Professor F. E. Thompson, of the University of Colorado.

The other session will take up a consideration of the significance of educational surveys for departments of education in colleges and universities. City surveys will be discussed by Professor Hanus, of Harvard, and state surveys by Professor Hillegas, of Columbia.

In addition to the papers presented at the sessions, the *Yearbook* will contain a bibliography of educational surveys by Professor Strayer, of Columbia, and a classified list of educational investigations now under way by members and their students, compiled by the secretary.

CARTER ALEXANDER, *President*

ASSOCIATED ACADEMIC PRINCIPALS OF NEW YORK

The twenty-ninth annual meeting of the Associated Academic Principals of the State of New York will be held in Syracuse, December 29, 30, and 31. The program of this important gathering is printed in full.

MONDAY, DECEMBER 29

- 2:00 Informal Meeting and Registration in the lobby of the Hotel Onondaga.
8:00 Joint Meeting with other educational bodies.
Address of Welcome—Superintendent P. M. Hughes, Syracuse.
Response—Principal Ernest L. Merritt, Gloversville.
Address—Subject to be announced: Dr. John H. Finley, Commissioner of Education and President of the University of the State of New York.

TUESDAY, DECEMBER 30

- 9:15 Report of Committee on Function of the High School.
General Report of Committee by Chairman, Professor George P. Bristol, Cornell University.
"The Peculiar Office of the High School in a System of Education, When Shall It Begin, How Shall It Be Expressed," Inspector E. W. Lyttle, Education Department.
Discussion.

"The High School as an Aid to Better Citizenship," Professor George P. Bristol.

Discussion.

- 2:00 Address—"The Policy of the State in Determining the Qualifications of Her Teachers," Dr. Thomas E. Finegan, Third Assistant Commissioner of Education.

Discussion.

- 3:15 Report of Committee on Syllabus and Examinations, Assistant Superintendent L. F. Hodge, chairman, Yonkers.

Discussion.

- 4:00 Joint Meeting with other educational bodies assembled in memory of the late Commissioner of Education, Andrew Sloane Draper.

"Draper, the Man," Mr. H. H. Horner, Chief, Examinations Division.

"Draper's Contribution to New York State Education," Dr. William Nottingham, Regent of the University.

"Draper's Place in American Education," C. W. Bardeen, Editor of School Bulletin.

Report of Committee on Resolutions, District Superintendent Darwin L. Bardwell, chairman, New York City.

- 5:30 College and Fraternity Reunions.

- 8:30 Joint Meeting with other educational bodies.

Lecture furnished by the Syracuse Chamber of Commerce: "A Certain Arrogance in Educational Theorists," Dr. William H. Maxwell, Superintendent of Schools of the City of New York.

WEDNESDAY, DECEMBER 31

- 9:15 Question Box—Questions on University Scholarships, Medical Inspection of Schools, Miscellaneous, Dr. Charles F. Wheelock, Second Assistant Commissioner of Education.

Address—"Forestry and the Public Schools of New York," Dr. Hugh P. Baker, Dean of New York State College of Forestry, Syracuse University.

Report of Committees—(a) Legislation; (b) Athletics; (c) Necrology.

Report of Treasurer.

Election of Officers.

Introduction of President-elect.

Adjournment.

THE GRAND RAPIDS CONVENTIONS (OCTOBER 21-25, 1913)

The seventh annual convention of the National Society for the Promotion of Industrial Education, and the organization meeting of the National Vocational Guidance Association were held at Grand Rapids, Michigan, October 19 to 25.

The citizens of Grand Rapids had made unusually thorough preparation for the reception of their guests, and the programs of both societies gave promise of rich reward to those who might attend them. It was to be expected that this would be the largest conference in the history of the National Society, and also would bring together a considerable number of those interested in the organization of the new Vocational Guidance Association. Even more significant than the notable increase in the number of delegates was the fact that they represented a much wider territory than formerly, indicating a spread of interest in vocational education and guidance toward the west and south.

THE NATIONAL VOCATIONAL GUIDANCE ASSOCIATION

As it seems desirable, for the purpose of this review, to consider as one convention the meetings of both societies, a prefatory word is necessary regarding the organization of the National Vocational Guidance Association.

This association is the outgrowth of a movement started in Boston in 1910 and brought to the point of organization at New York in 1912 when the Second National Conference on Vocational Guidance provided for an organization committee. This committee called the present conference and consummated the organization.

This new association has been brought into existence with the full appreciation of the fact that educational associations are multiplying rapidly. At the same time it was felt that the term "vocational guidance" had taken such a prominent place in the recent discussions of educational questions, and that so many widely divergent practices were being inaugurated in its name, that, for a time at least, the careful thought and earnest investigation of the men and women especially interested in this phase of social and educational work might be made more effective by purposeful joint action. Especially was it felt that the association might serve as an agent for the collection and distribution of information as to what is being done in different states in the furtherance of the purposes of vocational guidance.

GENERAL NATURE OF THE PROGRAM

The conference as a whole was marked by the emphasis given to the consideration of methods and to details of management rather than to the discussion of theories. However, there was due recognition of the fact that the movement is still new and that the majority of teachers, school officers, and employers, throughout the whole country, are only

slightly interested and are therefore in need of such inspiration and enlightenment as only a great convention can give. The addresses which were given for this purpose, while relatively few, were excellent and effective, and the impetus given to the movement in Michigan alone, by this means, will be one of the important results of the conventions.

Papers relating to the larger social, economic, and educational phases of vocational education and vocational guidance were presented by such speakers as Mr. William C. Redfield, Miss Ida M. Tarbell, Professor George Herbert Mead, Mr. Owen R. Lovejoy, Miss Sophonisba P. Breckinridge, and Dr. Leonard P. Ayres. To recount the deeply significant lessons of these addresses would be impossible within the limits of this review but all emphasized the great need of developing a higher degree of efficiency in the workers of the rising generation, and contended that the recognition of this need was consistent with the highest social and educational ideals. Though inspirational in nature, these addresses generally based their theories on an accurate statement of accepted facts, rather than on visionary ideas of what society ought to be.

THESES OF VOCATIONAL EDUCATION

A few of the specific points of thoroughly practical application which were made in these inspirational addresses are as follows:

1. Vocational guidance and industrial education have already demonstrated their ability to retain children in school two or three years beyond the compulsory limit, thus extending the influence of our systematic, cultural education while training practical efficiency.
2. Guidance and training will increase *both* the income of the employer and the wage of the worker, and it is the duty of the educator to see that the benefit to the former does not overshadow the interests of the latter.
3. Our schools need the influence which the industries can exert over them quite as much as industry needs the help of the school. When this influence is rightly applied the school curriculum will be shot through and through with industrial interpretation.
4. While it may be necessary for many children early to become wage-workers, every effort should be made to save them from long periods of stultifying labor.
5. Traditional education has valuable characteristics which should be carried over into the new types of schools—stability, continuity, and balance.
6. The recurrent attacks on our schools by employers are futile but the interest and co-operation of the employer provide one of the most important doors through which the community gains admittance to its schools.

7. Without the influence of the outside world the schools unconsciously exercise an unfortunate and negative vocational guidance for the majority of our early adolescent children. The forward educational movement is but a part of the great social advance in the midst of which the present generation is living, and consequently the social worker, who of necessity is a student of conditions as they are, wields an influence which is of first importance. These workers by scientific methods are gradually establishing a fact basis regarding industrial and social conditions, upon which the school authorities can safely rely and the school activities be securely built.

8. We should distinguish between the "emergency problem" with which we are now confronted and the working-out of a rational system of guidance and training for a later generation; in the former case we must make the most of the present available "jobs" and wise use of supplementary educational agencies, but choosing positions for people is preferable to choosing people for positions.

9. The employer of those whom we call unskilled factory workers has been caught in the maelstrom of fierce competition and needs not so much our criticism as our help, not alone for his sake but especially for the sake of his employees.

10. All this points to the supreme need of exercising patience "which means moving step by step."

THE NEW YORK VS. THE WISCONSIN PLAN

As noted above, most of the addresses dealt concretely with questions of method, but even these were not without their inspirational moments. Two such questions were: "Should Michigan have vocational education under 'unit' or 'dual' control?" and "Should Michigan have compulsory part-time education now or work toward it gradually by passing through the stages of voluntary schemes with state aid, local option later; this to be followed by state-wide compulsory law?" The discussion of these questions brought forth some of the finest statements of the fundamental principles which underlie industrial education that were made during the whole convention. But the issue was, in a very genuine sense, a "practical" one and might have been stated (as the names of the speakers would indicate) as follows: "Should Michigan follow the lead of New York state, or of Wisconsin, in providing for state-aided vocational education?" The speakers from Wisconsin were Louis E. Reber, dean of University Extension Division, University of Wisconsin, Madison, Wisconsin, and Warren E. Hicks, deputy superintendent for industrial education, state of Wisconsin, and from New York State were John Dewey, professor of philosophy, Columbia University, New

York City, and Arthur D. Dean, chief of Division of Vocational Schools, New York State.

A large part of the discussion of these questions centered around certain "resolutions" which were issued in circular form from the office of the state superintendent of public instruction, Madison, Wisconsin, September 22, 1913, and upon which we commented editorially in our last issue. It may be said the Dr. Dewey's opinions were in substantial agreement with our editorial and that Mr. Dean's article will be found in full in the January number of the *School Review*. The representatives of the Wisconsin plan dwelt upon the efficiency of limiting or confining the work in the beginning to the training of self-supporting wage-workers in continuation schools, and of leaving to the future the development of breadth and catholicity.

THE TRAINING OF GIRLS AND WOMEN

The largest meeting of the convention was that held for the discussion of important questions relating specifically to the training of girls and women. The program might have been referred to under any of the classifications used in this review, for it was at once inspirational, informational, and constructive. This meeting shared with the meeting on legislation the distinction of presenting the only questions on which there was any actual controversy. It would seem that there are rational grounds for genuine differences of opinion as to whether "industrial training" or "home-making" should receive the major emphasis in the education of the girls and women for whose advancement the National Society for the Promotion of Industrial Education is working. That some girls need one kind of training to the exclusion of the other, that this question is one which pre-eminently demands consideration of the individual, and that there is danger of losing sight of the real issues in a cloud of uninformed sentiment was shown all too clearly.

THE PROGRAM IN PART

The papers which dealt in most minute detail with present and pressing problems confronting the educational and social worker in both vocational guidance and industrial education were as follows:

How Can the Evening School Best Meet the Needs of the Wage-Worker?

1. "The Use of the Short Unit Course in Part-Time and Evening Schools," Wesley A. O'Leary, director Evening Teachers' Training Class for Trade Workers, Pratt Institute, New York.

A short unit course is a brief course or limited number of lessons meeting some specific and common need or requirement of a group

of workers, such as blue-print reading for machinists, blue-print reading for carpenters, shop arithmetic for electricians, free-hand drawing for pattern-making.

Part-Time Schooling.

1. "The Development of Part-Time Education in a Large City," W. M. Roberts, district superintendent in charge of vocational schools and classes, Chicago, Ill.
2. "Part-Time Schooling for the Unskilled Industries," W. Stanwood Field, director evening and continuation schools, Boston, Mass.
3. "The Development of Part-Time Education in a Small City," S. O. Hartwell, superintendent of schools, Kalamazoo, Mich.

Vocational Guidance within the Public-School System. Chairman, Frederick G. Bonser, Teachers College, Columbia University, New York.

1. "By means of a System of Differentiated Courses," Alfred P. Fletcher, assistant superintendent of schools, Rochester, N.Y.
2. "By Systematic Courses of Instruction in Vocational Opportunities and Personal Characteristics," F. M. Giles, principal, DeKalb Township High School, DeKalb, Ill.
3. "By Developing 'Placement' and 'Follow-up' Work," Sophonisba P. Breckinridge, University of Chicago, Chicago, Ill.; Charles Marten, director of industrial arts, Jewish Orphan Asylum, Cleveland, Ohio.
4. "The Continuation Schools of Cincinnati as a Means of Vocational Guidance," E. D. Roberts, assistant superintendent of schools, Cincinnati, Ohio.

How Shall We Study an Industry for Purposes of Vocational Education and Vocational Guidance? Chairman, A. Lincoln Filene, member of Executive Committee, National Society, and president of Boston Vocation Bureau.

1. "From the Standpoint of Vocational Education," C. R. Richards, director, Cooper Union, New York.
2. "From the Standpoint of Vocational Guidance," Frank M. Leavitt, University of Chicago, Chicago, Ill.

PRINTED REPORTS AVAILABLE

It may be stated here that it is expected that the papers read before the National Vocational Guidance Association will be issued as a bulletin of the United States Bureau of Education. The proceedings of the National Society for the Promotion of Industrial Education are issued from the office of the society in New York City. In this connection may be mentioned the report of the Committee on the Certification and Training of Teachers. This report represents the work of a special committee, Mr. A. Lincoln Filene, chairman, appointed last year to consider this most important question. While revisions are still to be

made, the tentative report which is now in print will be of great value to those who are organizing industrial schools or classes.

Meetings of the local women's clubs, teachers' associations, the Association of Commerce, the Central Labor Union, the official representatives of state departments of vocational education, and the Sunday services in the churches all offered opportunities for spreading the information relating to this great movement to improve the opportunities for genuine popular education. Eighteen addresses were made at morning and evening services in the churches on the Sunday preceding the convention and the last conference was held Saturday afternoon, thus filling the week completely with discussions related to vocational guidance and industrial education.

While not wholly pedagogical, the convention was pronounced by one of the best-known educators of the Middle West to be an educational convention of high order. In one respect it showed a marked contrast to most conventions of teachers where the same or kindred topics are discussed in that it was almost wholly lacking in violent and indiscriminate criticism of the public-school system. The whole conference gave one the impression that those present were determined to broaden the scope of the public schools so that these popular institutions will make for vocational efficiency in those who cannot have or who do not desire the extended schooling leading to the professional and directive vocations and to secure their social advance wherever possible, not alone by training but by employment supervision, if not by actual guidance into positions, and to maintain that such guardianship should be accepted by school authorities not only as a duty but also "as a rich opportunity and a consecrated pleasure."

F. M. L.

SEEKING THE RIGHT KIND OF CO-OPERATION

The following letter is suggestive of a new line of endeavor for the public schools:

MIDDLETOWN, CONN., September 2, 1913

To Prospective Employers of High-School Pupils or Graduates,
Middletown, Conn.

GENTLEMEN OR LADIES:

There are each year in our high school a number of boys and girls who need to work afternoons and Saturdays in order to pay their expenses while getting an education or who would be greatly benefited by some such work. Some pupils would be glad to work in exchange for board and room.

We have a form which these pupils fill out and which we keep on file for

reference. It includes information concerning the age, the amount of education, the name and address of former employers and of references, the kinds of work previously done, the kinds of work that the pupil can do and prefers, and the time when and how much he or she can devote to out-of-school work. Besides this information, we learn from a personal acquaintance with the pupils and their progress and behavior in school considerable about the physical and mental fitness and general reliability for different kinds of work. Last year the greatest demand was not for boys but for girls, and the work was tending children or assisting in light housework.

While we cannot agree always to secure for a prospective employer just the sort of pupil he may desire for any work, still we shall be very glad to assist to the best of our ability in finding the right workman.

There is another very important part of this letter. What employment worth while can you offer any of our graduates, boys or girls, who on leaving us wish to enter such promising fields of work as their own city can offer them? Our graduates have been instructed in the following courses: the general or English, the classical and, after June, 1914, the commercial, the industrial and agricultural course for boys, and the practical arts course for girls, which course covers considerable instruction in drawing, home decoration, sewing, laundering, cooking, etc. If you wish to employ any of our graduates, or if you would care to do so, provided they were instructed and trained to do certain things not included in our present courses or to do them better than graduates in the past—if you need or may need the services of any of our graduates or if you have any suggestions to offer concerning the improvement of the education we give in high school, kindly feel free to communicate in full your needs and suggestions. We ask your co-operation in making our high school fulfill properly and adequately its function.

Did you ever think that one of the most serious as well as constant losses Middletown suffers is to allow annually the flower of her youth, the graduates from her local high school, to leave her borders in order to earn a livelihood? Are there practically no openings worth while as a life-work for our graduates here in Middletown? Is there any way the Middletown Business Men's Association or the Twentieth Century Club or anyone else can arrange so that we can save our city this irreparable loss of young blood, brains, and energy that should be kept here and made to build up a larger, better, busier, and more beautiful Middletown?

If you need the services of any of our students for part time or of any of our graduates or other students who may be obliged to leave school before graduation, kindly write us explaining fully and definitely the nature of the work, and the kind of pupil desired.

Thanking you for your co-operation, I am

Very truly yours,

W. A. WHEATLEY,

Superintendent of Schools

CREDIT FOR OUTSIDE WORK

The Board of Education of St. Cloud, Minnesota, has adopted the most elaborate scheme for giving credit for outside work that has come to the attention of the *School Review*. The purpose, according to a bulletin published by the board, is to unite the home and the school, to connect the work of the school with things going forward outside, and to encourage the children to spend a part of their spare time at some useful occupation—in a measure to direct their work along the line of practical, everyday, homely tasks—to give all a chance and to train them for work and service, not merely the acquisition of knowledge, that they may the better fit into actual conditions about them—to prepare for complete living—to make the watchword, industrial, social, and home efficiency.

It will be noted below that the better class of students are given more opportunity to engage in outside work; the weaker students are allowed only one credit out of sixteen; and, safeguarding the whole plan, is the provision that a very large share of the students' time, at least $\frac{1}{8}$, is given to the older subjects of the curriculum. Following is given the plan as outlined by the Superintendent of the St. Cloud schools:

THE HIGH-SCHOOL DIPLOMA

For graduation 16 Units are required, at least 15 of which shall be regular school credits. One credit may be granted for systematic and definite home or continuation work as outlined below.

For *graduation with credit* 17 Units are required, two of which may be for home or continuation work. Standings must average Pass Plus or above 80.

For *graduation with honor* 18 or more Units are required, three of which may be for home or continuation work. Standings must average Pass double Plus or above 90.

Pupils may graduate on the old plan, with 16 or more regular school units. To graduate *with credit* on this basis an average standing of Pass Plus must be obtained, and for graduation *with honor* standings must average Pass double Plus.

OUTSIDE WORK

The following outside work when properly certified will receive credit as indicated:

Regular weekly piano, violin, cornet, pipe organ, or voice lessons, under an accredited instructor, $\frac{1}{4}$ Unit per year for not to exceed four years.

Active membership in any high school or approved city musical organization, $\frac{1}{4}$ Unit per year.

High School Glee Club or Chorus Work, $\frac{1}{4}$ Unit per year.

(Credit for music work is limited to $1\frac{1}{2}$ Units.)

Literary Society Work, or Rhetoricals, Debate, Public Speaking, or Expressive Reading, $\frac{1}{4}$ Unit per year.

Granite or paving-block cutting, or work in any of the local trades, shops, factories, or industries, $\frac{1}{4}$ Unit for each summer vacation.

Clerking in store, bank, bindery, publishing house, or office, $\frac{1}{4}$ Unit for three months.

Steady work on a farm, followed by a satisfactory essay on some agricultural subject, $\frac{1}{4}$ Unit for three months.

Horticulture, gardening, poultry raising, or bee culture with essay, $\frac{1}{4}$ Unit for one season.

Raising one-fourth of an acre of onions, tomatoes, strawberries, or celery, one acre of potatoes, two acres of pop-corn, five acres of corn or alfalfa, $\frac{1}{4}$ Unit.

Running a split road drag or doing other forms of road building for three months, $\frac{1}{4}$ Unit.

Judging, with a degree of accuracy, the different types of horses, cattle, and hogs, $\frac{1}{4}$ Unit.

Selecting, drying, and testing seed corn, $\frac{1}{4}$ Unit.

Faithful definite work in the home, with well-written essay on suitable topic, $\frac{1}{4}$ Unit for three months.

China painting, oil painting, crayon, burnt wood, art, needle, or other handicraft or home decoration work, with exhibit, $\frac{1}{4}$ Unit.

Three months' employment in a dressmaking establishment, $\frac{1}{4}$ Unit.

Three months' employment as nurse, $\frac{1}{4}$ Unit.

Three months' summer vacation travel, with written description, $\frac{1}{4}$ Unit.

"See Minnesota First" trip, under approved instructor, with essay, $\frac{1}{4}$ Unit.

HOME TASKS

The following home tasks when well done and certified by parent or guardian will represent $\frac{1}{8}$ of one Unit or Credit:

1. Shingling or painting the house or barn.
2. Making a canoe or boat.
3. Swimming 300 feet at one continuous performance.
4. Installing three or more electrical conveniences in your mother's home.
5. Taking sole care of an automobile for one season.
6. Preparing one meal alone daily for three months.
7. Baking the bread for three months.
8. Cooking meat and eggs three ways and making three kinds of cake. Exhibit.
9. Making the beds daily for three months.
10. Doing the laundry work weekly for three months.
11. Making a waist, dress, or nightgown or other wearing apparel, or articles for the home.
12. Making a hat or cap.
13. Keeping a flower garden, with ten choice varieties of flowers.

14. Recognizing and describing twenty different native birds, trees, and flowers.
15. Sleeping for one year in the open air or with open window.
16. Keeping a systematic savings-bank account for one year, with regular monthly deposits.

SUPPLEMENTARY STATEMENT

Thus succinctly the superintendent summarizes important supplementary considerations:

The range of activities offers a wide choice and nearly every student who has been taught to help at home, or who works during vacation, will be able to make at least one unit. The credits are not to be given in lieu of any of the essential subjects now offered in the high school. A clear, concise backbone of academic work is retained. The plan is elective and suggestive and does not interfere in any way with the members of the advanced classes. Students are encouraged to work for extra credits and to graduate *with credit or honor*. No student, unless very mature, is allowed to graduate in three years. The aim is not to cut down the high-school course but to enrich it and so modify the curriculum as to shape the education of the boys and make them wage-earners whenever they find it necessary to become such, either through choice or by compulsion.

OUTDOOR SCHOOLS IN CALIFORNIA

Superintendent of Public Instruction Hyatt has just issued a small illustrated brochure dealing with the subject of outdoor schoolhouses in California. Its illustrations are based upon a Fresno example, a building that was constructed for "a trifle under \$500," and concerning it Superintendent Hyatt says:

In appearance the building is tasteful and beautiful. It has no glass windows; yet the light through the canvas panels—which can be raised entirely around the building—is more perfect and more agreeable than in any other building. It has only one door. It is heated by a little airtight stove. It is so perfectly ventilated that the teachers and the children very much prefer it to any other. . . . Naturally, canvas and screen wire are not as solid and permanent as brick and mortar; yet, the frame, floor, and roof being substantial, the canvas tight-stretched and the screening well put on, the building will give service for a number of years. It seems to afford all desirable protection against both wind and rain. In our California climate, it is much more wholesome in every way for the children than the proudest structure in the state.

The crux of the argument is suggested in the last sentence. In "our California climate" these outdoor schoolhouses are more desirable than they possibly can be in a climate more rigorous. In the east such schools may be considered an experiment. Here, where severe cold is unknown, their success cannot be doubted. It is as if nature herself invited to the outer air, and the effect of such air in revivifying the intellect beyond anything that artificial ventilation can do is understood.